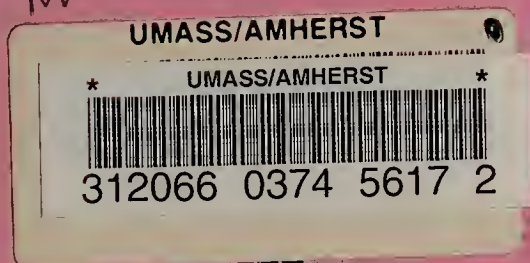


MASS. ED 21.2: T 91



Massachusetts



Department of  
Education

## 21 Education Fact Sheets

AUGUST 1998

### List of Topics

- Academic Support Services Program
- Adult Education
- Bilingual Education
- Certification
- Charter Schools
- Curriculum Frameworks
- Dropout Rates
- Early Childhood Programs
- Early Childhood - Focus on Literacy
- Educational Technology
- Foundation Budget
- Gifted & Talented Education
- Goals 2000: Educate America Act
- Principles of Effective Teaching & Effective Administrative Leadership
- Professional Development/Recertification
- School Choice
- Special Education
- State Testing Program
- Teacher Quality: 12-62 Plan
- Vocational-Technical Education
- School Facts

GOVERNMENT DOCUMENTS  
COLLECTION

FEB 01 1999

University of Massachusetts  
Depository Copy



# Academic Support Services Program

AUGUST  
1998

## Goal of Program

The goal of the new state Academic Support Services Program is to develop or enhance academic support services for students scoring in level 1 or 2 on the MCAS or who, only in FY99, have been identified as needing improvement based on other standardized assessment measures at any grade level. Grants and assistance provided through this program are to be primarily academic in focus, may include appropriate cultural and recreational activities to encourage student participation and enhance academic performance, and are to supplement currently funded local, state and federal programs.

## Examples of Services to Raise Academic Achievement

- Integrated tutoring and mentoring programs
- Extended school day and year
- Weekend and school vacation programs
- Summer programs
- School-to-Work connection activities
- Worksite learning experiences as an extension of the classroom
- Professional development to improve teacher skills and knowledge
- Alignment of local curriculum with state standards and assessment

## Application Requirements

To receive funds, districts are to develop a comprehensive district plan to improve student performance. The plan is to include:

- accountability measures for assessing performance and reporting on results,
- a professional development program,
- a coordinated budget that demonstrates how all available local, state, federal, private and other funds will be used to achieve the goals and activities in the plan, and
- any other requirements set by the Department.

## Funding Priority

Funding priority is to be given to schools and districts:

- with a high percentage of students scoring in level 1 or 2 on the MCAS or who, only in FY99, have been identified as needing improvement based on other standardized assessment measures at any grade level, and/or
- at risk or determined to be underperforming in accordance with Section 1J and 1K of Chapter 69.

## Funds Available/Timeframe

- \$20,000,000 for grants and assistance
- Funds may be used through August 31, 1999 to allow for summer academic support services and professional



Digitized by the Internet Archive  
in 2013

<http://archive.org/details/21educationfacts00mass>



Chapter 69, Section 1H. "... the Department, in coordination with other state agencies, shall develop a comprehensive system, subject to appropriation, for the delivery of adult basic education and literacy services that will ensure opportunities leading to universal basic adult literacy and better employment opportunities. . . .

The Department shall endeavor to develop the following objectives: (1) a full continuum of services that take an adult from the lowest level of literacy or English language proficiency through high school completion leading to advanced education and training; (2) a network of self-trained, full-time adult literacy and English as a Second Language professional instructors, qualified to provide high quality effective services; (3) a strong documentation and evaluation capacity that will enable the state to determine what methods of instruction and what means of service delivery are most effective in educating adults; and (4) coordinated accountability mechanisms that simplify existing reporting and refunding processes."

## Board of Education Mission Statement on Adult Education, adopted 11/93

"Massachusetts shall provide each and every adult with opportunities to develop literacy skills needed to qualify for further education, job training and better employment and to reach his or her full potential as a family member, productive worker and citizen in our diverse and changing democratic society."

## Funding and Services

The Department of Education is the lead state agency for Adult Basic Education (ABE) services. State and federal funding in FY 98 was approximately \$29 million, which supported 20,000 students in 200 statewide programs. FY 99 funding will approximate \$37 million.

The Department of Education administers the federal Adult Education Act and other federal discretionary adult education programs such as "Even Start," workplace education grant programs, and family literacy grant programs.

### Funding and Service

YEAR	TOTAL FUNDING	STUDENTS SERVED*	EDUCATION PROVIDERS**	COMMUNITIES SERVED
FY93	\$8,284,782 F - \$4,124,536 S - \$4,160,246	9,219	194	65
FY94	\$7,882,598 F - \$3,716,972 S - \$4,165,626	8,573	177	65
FY95	\$9,934,162 F - \$5,728,697 S - \$4,205,465	10,276	185	65
FY96	\$13,178,737 F - \$4,933,272 S - \$8,245,465	13,295	185	75
FY97	\$16,573,844 F - \$4,828,379 S - \$11,745,465	16,580	179	91
FY98	\$29,237,386 F - \$6,660,104 S - \$19,545,465 Other-\$3,031,817	20,000	200	117
FY99	\$36,678,191*** S-\$26,600,000 F-\$6,660,104 Other-\$3,418,087	Pending (anticipated 25,000)	206	120

F=Federal S=State

\* These figures are for students directly funded by the Massachusetts Department of Education and do not include the substantial number of students served with local matching and other funding. Average hours of instruction per student has doubled since 1991.

\*\*Community based organizations, local school districts, community colleges, homeless shelters and labor management non-profit educational programs.

\*\*\*Reflects estimated \$7M increase for FY99.



## Bilingual Education

### General Laws Chapter 71A

Whenever a school district has 20 or more students in the same language classification it must provide a Transitional Bilingual Education (TBE) program with instruction in their native language and in English in all mandatory subjects, for a period of three years or until the student is able to perform successfully in English-only classes, whichever occurs first.

### Regulations

After four statewide public hearings and review of written comments and testimony from hundreds of people, the Board of Education adopted revisions to the TBE regulations in May, 1997.

### Summary Data FY 89 - FY 98

School Year	First Language not English*	Limited English Proficient**	Transitional Bilingual Education***	Total Public School Students
1988-89	81,643	36,023	32,665	825,409
1989-90	87,847	39,747	36,427	827,396
1990-91	92,648	42,296	38,035	836,383
1991-92	96,983	42,598	38,157	848,368
1992-93	100,947	41,584	38,636	861,983
1993-94	105,902	43,690	38,725	879,663
1994-95	111,144	44,211	43,844	895,772
1995-96	114,461	45,044	44,978	916,927
1996-97	118,375	44,394	41,092	935,623
1997-98	119,838	45,412	N/A	950,405

\*First Language Not English includes (1) Children born outside the United States whose native tongue is not English, and (2) Children born within the United States of non-English speaking parents (Enrollment as of October 1)

\*\*Limited English Proficient includes children whose first language is not English, who are incapable of performing ordinary classwork in English (Enrollment as of October 1)

\*\*\*Transitional Bilingual Education includes children incapable of performing ordinary classwork in English





## Certification

To teach in a regular public school, educators currently must qualify for one of three certificates granted by the Department of Education: A Provisional Certificate requires (a) holding a bachelor's degree in arts or sciences with a major in the candidate's teaching field; (b) passing a two-part test; and (c) being of sound moral character. A Provisional Certificate with Advanced Standing requires these elements plus professional preparation and a practicum. Both certificates are valid for five years of employment. They may not be renewed. A Standard Certificate — issued to an educator who has completed the requirements for the Advanced Provisional Certificate, an approved master's degree program or its equivalent, and a clinical experience — is valid for five years from the date of issue. Teachers who held certificates prior to the Education Reform Act were automatically awarded Standard Certificates valid until June 1999; they need to be renewed every five years thereafter.

The fee for the initial certificate is \$100 and for each additional certificate, \$25. These fees were mandated by the Education Reform Act of 1993 but were deferred for four years to keep the former rates in effect. The same fees apply to recertification. Fees for the certification tests are \$50 for Communication and Literacy Skills, \$80 for each Subject Test, and \$20 for each day of testing.

Certificates are granted in forty-two different areas of teaching, administration, and professional support services. This year, 8,486 certificates have been issued to 5,720 people from January through June. Since 1994, each year approximately 16,000 educator certificates have been issued to close to 12,000 individuals.

### Massachusetts Teacher Tests

Candidates for the Provisional Certificate or Provisional Certificate with Advanced Standing must "pass a test established by the board which shall consist of two parts: (a) a writing section which shall demonstrate the communication and literacy skills necessary for effective instruction and improved communication between school and parents; and (b) the subject matter knowledge for the certificate."

The purpose of these tests is to measure an entry-level certification candidate's knowledge, not ability to practice. All candidates who applied for initial teacher certification on or after February 21, 1998 are required to meet the qualifying scores on (pass) the tests. As of September 1, 1998, all candidates for initial educator certification as teachers, administrators, and professional support personnel are required to meet the qualifying score on the Communication and Literacy Skills Test, whether or not there is a subject test for the certificate.

Approximately 1,800 teacher certification candidates took the Massachusetts Teacher Tests at the first administration on April 4, 1998 at six locations across the Commonwealth. 51% passed the Communication and Literacy Skills Test, 62% passed one or more subject tests, and 41% passed overall. On July 11 the tests were administered to 2,500 candidates at six locations across the state. Of July first-time test takers, 70% passed the Communication and Literacy Skills Test, 64% passed one or more subject tests, and 53% passed overall.

In developing the testing program, 4,700 Massachusetts certified teachers, teacher educators, and college arts and sciences faculty reviewed the test objectives and rated them on their importance to Massachusetts educators. Over 300 teachers and college faculty reviewed the test questions, including educators who reviewed the materials specifically to eliminate potential bias based on gender, race, and other criteria. After the first test administration, over 300 Massachusetts educators looked at the tests and gave the Commissioner recommendations for setting the qualifying scores. The Board of Education set the qualifying scores.

Testing is scheduled for October 3, 1998 (regular registration deadline is August 21) and January 9, 1999 (regular registration deadline is November 27), again, at locations across the state. Future dates will be announced.



The following information was obtained from a review of the records of the [redacted] and is being furnished to you for your information. The information is being furnished to you in confidence and is not to be distributed outside of your agency.

The information is being furnished to you in confidence and is not to be distributed outside of your agency.

CONFIDENTIAL

The following information was obtained from a review of the records of the [redacted] and is being furnished to you for your information. The information is being furnished to you in confidence and is not to be distributed outside of your agency.

The information is being furnished to you in confidence and is not to be distributed outside of your agency.

The information is being furnished to you in confidence and is not to be distributed outside of your agency.

The information is being furnished to you in confidence and is not to be distributed outside of your agency.

The information is being furnished to you in confidence and is not to be distributed outside of your agency.



## Charter Schools

### Origins

The Massachusetts Education Reform Act of 1993 included among its provisions the creation of a small number of new independent public schools: charter schools. These schools are given the freedom to organize their activities around a core mission, curriculum, or teaching method, and they are allowed to set their own budgets as well as manage their own staff. In return for this freedom, a charter school must demonstrate good results within five years or lose its charter.

### Current Status

In September 1995, the first fifteen charter schools opened their doors with an enrollment of 2600 students. By 1996, 25 schools were open, serving more than 5300 students. In 1997, the cap on charters increased from 25 to 50 schools, giving the Board of Education the ability to grant 12 additional "Commonwealth" charters and 13 new Horace Mann charters—district schools that convert to charter schools with the approval of the school committee and local teacher's union. In the 1998 school year, 30 Commonwealth and 4 Horace Mann charter schools will be open, enrolling more than 10,000 students from over 180 districts. Five new Commonwealth and 8 new Horace Mann charters remain available for the Board to grant in the next charter application process, which begins in October and ends in February.

Charter schools do not fit a particular mold but rather range from progressive to traditional. While one school focuses on the arts, another's emphasis is on character. Half the schools serve urban areas, with the rest serving suburban and rural areas. Twenty-six of the schools are elementary and/or middle schools, ten are high schools, and one has kindergarten through twelfth grades. The average school size is 307, and almost all the schools expect to expand, which would bring the average to about 400. Fully half the charter schools serve predominantly disadvantaged or at-risk youth; charter schools statewide have double the state average of minority students and bilingual students; and charter schools are serving about the same proportion of special needs kids as district public schools.

### Charter School Accountability

These new public schools set their own high standards, demonstrate performance against those standards, and—most importantly—face the consequence of being shut down if they fail to demonstrate success in helping children learn the core academic subjects. At the end of five years, the Commonwealth will use the accountability contract, annual progress reports, financial audits, and site visit reports in deciding whether to renew a charter. The decision to renew a charter will be based on a straightforward evaluation guided by three central questions: Is the academic program a success? Is the school a viable organization? Is the school faithful to the terms of its charter? Each charter school develops an accountability contract that describes clear, concrete, and measurable school and student performance objectives. Charters will be renewed only for schools that have demonstrated good results.

### Funding of Charter Schools

For each child a Commonwealth charter school enrolls, it receives a sum from the state equal to the average cost per student in the school district in which that child resides. The state then deducts the same amount from the sending district's state aid account. (School districts, however, receive additional state funds in order to partially or fully "reimburse" them for losses to charter schools). Funding for a Horace Mann charter school comes directly from the school district in which the school is located. Under the law, a Horace Mann charter school cannot receive less than it would have under the district's standard budgetary allocation rules. Like other public schools, Commonwealth charter schools are eligible to receive federal and state program funds.





# Massachusetts Charter Schools

Charter School	School Location	Year Charter Was Awarded	Year School Opened	Enroll 96-97	Enroll 97-98	Enroll 98-99	Grades Levels 98- 99	Students on the Waiting List	Days in School Year
Abby Kelley Foster	Worcester	1998	Fall 1998			546	K - 5		
Academy of the Pacific Rim	Boston	1998	Fall 1997		100	150	6 - 8	24	210
Atlantis	Fall River	1994	Fall 1995	337	420	500	K - 8	364	182
Benjamin Banneker	Cambridge	1995	Fall 1996	195	255	301	K - 7	24	180
Benjamin Franklin Classical	Franklin	1994	Fall 1995	198	255	324	K - 7	31	181
Boston Renaissance	Boston	1994	Fall 1995	1067	1077	1211	K - 9	1553	200
Boston University	Granby	1994	Winter 1997		14	14	7 - 12	28	169
Cape Cod Lighthouse	Orleans	1994	Fall 1995	161	163	163	6 - 8	71	180
Chelmsford	Chelmsford	1995	Fall 1996	154	176	184	5 - 8	15	180
City on a Hill	Boston	1994	Fall 1995	100	146	185	9 - 12	131	180
Community Day	Lawrence	1994	Fall 1995	132	196	218	K - 7	389	185
Conservatory Lab	Boston	1998	Fall 1999				K - 2		
Francis W. Parker	Fort Devens	1994	Fall 1995	185	256	320	7 - 11	111	185
Hilltown Cooperative	Williamsburg	1994	Fall 1995	54	73	109	K - 6	73	180
Lawrence Family Development	Lawrence	1995	Fall 1995	238	296	360	K - 6	216	180
Lowell Middlesex Academy	Lowell	1994	Fall 1995	100	103	115	9 - 12	0	195
Lynn Community	Lynn	1996	Fall 1997		150	210	K - 6	125	181
Marblehead Community	Marblehead	1994	Fall 1995	174	178	198	5 - 8	56	184
Martha's Vineyard	Tisbury	1995	Fall 1996	75	105	140	K - 11	61	180
Mystic Valley	Malden	1998	Fall 1998			546			
Neighborhood House	Boston	1994	Fall 1995	105	125	144	K - 7	400	185
North Star	Springfield	1995	Fall 1996	70	108	162	9 - 11	26	204
Pioneer Valley	Hadley	1996	Fall 1996	64	133	200	9 - 11	39	180
Rising Tide	Plymouth	1998	Fall 1998			162	5 - 7		
Roxbury College Preparatory	Boston	1998	Fall 1999						
Sabis Foxborough	Foxborough	1998	Fall 1998			642	K - 8		
Sabis International	Springfield	1995	Fall 1995	600	750	850	K - 10	1080	180
Seven Hills	Worcester	1995	Fall 1996	512	663	666	K - 8	418	200
Somerville Charter	Somerville	1996	Fall 1996	450	524	637	K - 10	270	182
South Boston Harbor	Boston	1998	Fall 1998			131			
South Shore	Hull	1994	Fall 1995	330	355	380	K - 12	28	190
Sturgis	Barnstable	1998	Fall 1998			162	9		
YouthBuild	Boston	1994	Fall 1995	35					
				5336	6621	9930			5,533



## Curriculum Frameworks

The Massachusetts Education Reform Act of 1993 called for statewide curriculum frameworks and learning standards for all public school students. Prior to 1993, the only subjects specifically required in state law to be taught were history and physical education.

The curriculum frameworks are broad academic guidelines for teachers to use along with their local curricula. The frameworks and the Massachusetts Comprehensive Assessment System (MCAS), the required new statewide exam, will demonstrate student, school and district achievement in math, science/technology, English, history/social science, and foreign languages.

Below is a chronology of the development of the curriculum frameworks

**March 1, 1995 - May 23, 1995:** The Board of Education received initial public comment on the first drafts of the curriculum frameworks. On the following dates, the Commissioner presented the curriculum frameworks to the Board of Education:

- March 1: common chapters and world languages
- March 21: arts and social studies
- April 24: English language arts and health
- May 23: mathematics and science/technolog

During this period, over 10,000 educators and others commented on the drafts.

**December 12, 1995:** The Board of Education voted, "to accept and endorse the revised curriculum frameworks in the arts, health, mathematics, science and technology, world languages, and the common chapters."

**January 15, 1997:** The Board of Education accepted the revised English language arts curriculum framework.

**June 1997:** The Board of Education voted to approve the revised history and social science curriculum framework.

**Summer 1998:** Curriculum Framework Review Panels were appointed by the Commissioner to revise and update the World Languages, Arts, Comprehensive Health, Mathematics and Science and Technology Education frameworks.



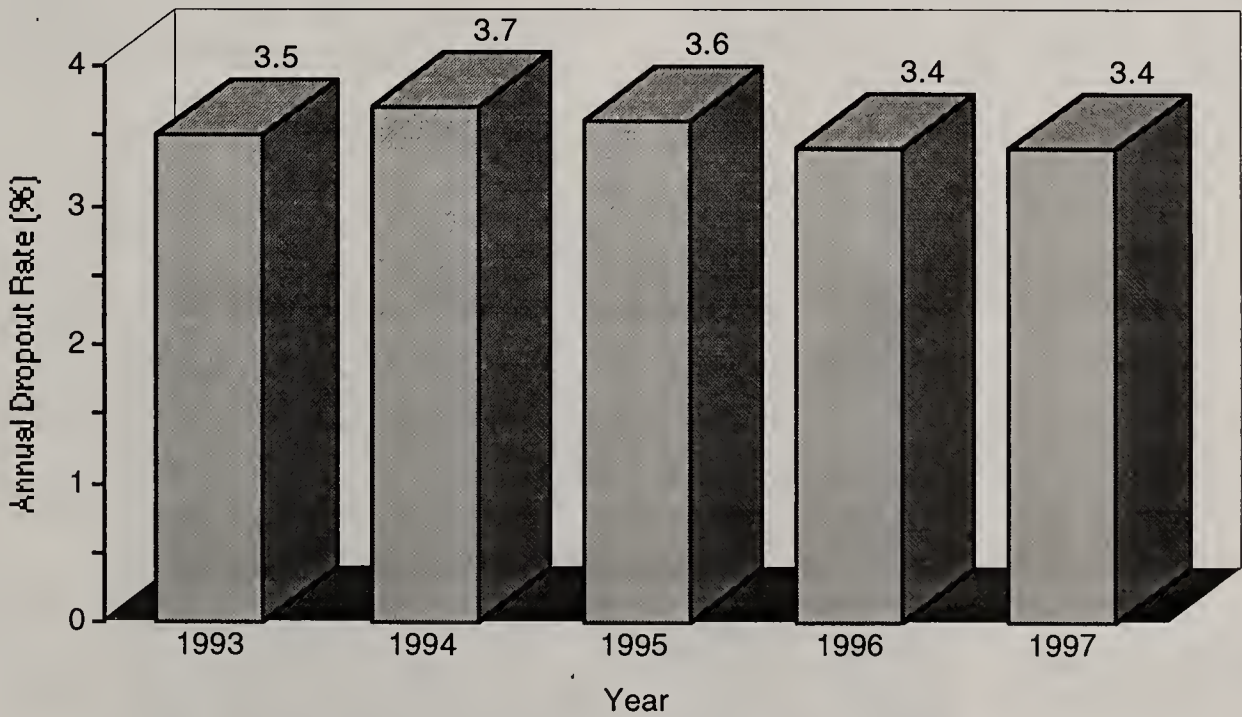


Dropout Rates

Dropout rates are linked to Education Reform as one indicator of how well schools are successfully engaging their students. Completing school has become increasingly important to leading a meaningful and productive life of work and citizenship.

The Department of Education collects dropout data at the end of the school year and compiles and analyzes it over the course of the following school year. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. The annual dropout rate is the number of students who drop out over a one-year period, from July 1 to June 30, minus those dropouts who returned to school by the following October 1, divided by the October 1 enrollment of that school year. As such, this measure partially accounts for students who drop out and return to school.

Statewide Annual Dropout Rates for Public Schools: 1993-97



	Number of Dropouts	Grade 9-12 Enrollment	Dropout Rate
1992-3	7975	229142	3.5%
1993-4	8512	232046	3.7%
1994-5	8396	234608	3.6%
1995-6	8177	240347	3.4%
1996-7	8453	246757	3.4%

In 1996-97, the annual dropout rate ranged from zero percent to 64 percent. At the low end, out of 308 schools, 12 schools had no students who dropped out, and 166 schools had dropout rates of 2.5 percent or less. At the high end, 15 schools had dropout rates in excess of 10 percent. These 15 schools comprised 4.2 percent of the state's grade nine through twelve enrollment but accounted for 17.5 percent of the state's dropouts.





## The Massachusetts Education Reform Act of 1993

- Section 70 establishes an early childhood commission to develop a plan to provide children ages three to four the opportunity to participate in a developmentally appropriate early childhood education program.
- Section 84 directs the Department to establish a demonstration project to assess various models of parent outreach programs in working with families of children between the ages of one and three years. (Massachusetts Family Network)
- General Laws Chapter 15, Section 54 establishes an early childhood discretionary grant program to provide early care and education opportunities to children of working parents. The law also directs the Board to develop program and teacher certification standards.

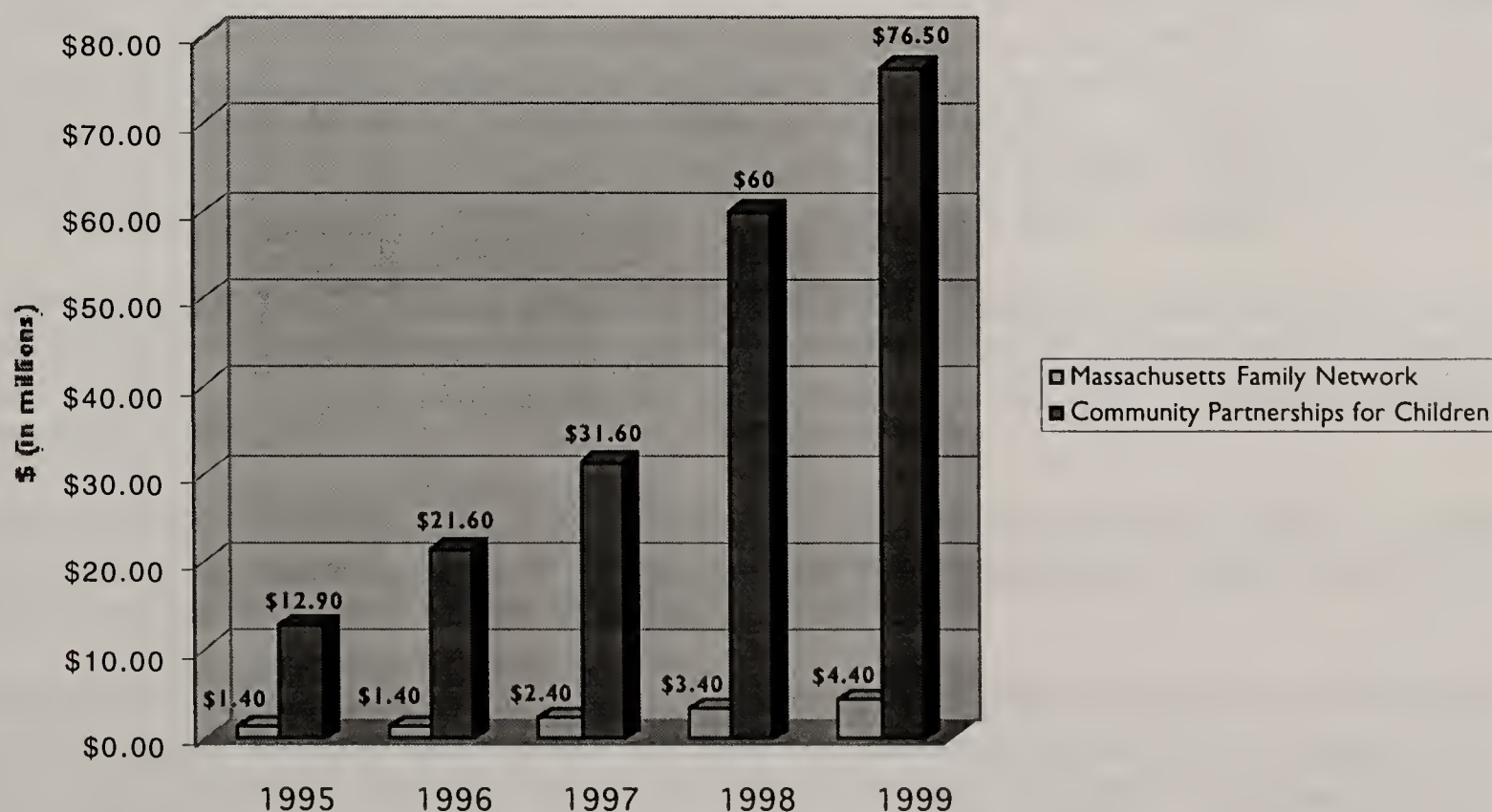
## Community Partnerships for Children

This is a grant program which helps community agencies build networks to combine resources to provide quality programs for children ages three and four years old and their families. The number of communities participating in the Partnerships program has grown from 109 in 1993 to 315 in 1998. The number of children served has grown from 7,300 in 1993 to 9,000 in 1996, to 10,500 in 1997, with as many as 15,000 in 1998. For FY99, an additional 3,000 children could be served.

## Massachusetts Family Network

This is a grant program which helps community agencies build networks to combine resources to provide quality outreach and educational services for families with children ages birth through three years. Since 1995, the number of communities in the Network has grown from 57 to 118, and more communities are expected to participate in 1999. In 1998 the Massachusetts Family Network served 13,000 families with 16,000 children. For FY99, projected 3,500 more families with 4,500 more children.

State Funding for Early Childhood Programs (1995-99)



## Policy Reports on Early Childhood

- *Children First*, the Report of the Special Commission on Early Childhood, was completed in December, 1995, and included the following recommendations: increase affordability and accessibility of early childhood programs for families; promote a consistent level of quality programs; support families with young children to ensure that all children enter school ready to learn; expand early childhood care and programs, and phase in the plan for expansion and integration.
- *The Massachusetts Family Network*, a report on the programs and recommendations for the future, was submitted to the Legislature in January 1997, and included draft legislation.
- *An Evaluation of the Massachusetts Community Partnerships for Children* was completed by Tufts University in December 1996. A *Study of Accreditation in the Community Partnerships for Children Program* was completed by the Department in 1998.

# THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO PRESS



THE UNIVERSITY OF CHICAGO PRESS  
530 N. Dearborn Street  
Chicago, Illinois 60610  
U.S.A. and Canada  
Telephone (312) 837-3000  
Telex 234441  
Cable 50300  
Outside U.S.A. and Canada  
Telephone (01) 234 441  
Telex 234441  
Cable 50300

THE UNIVERSITY OF CHICAGO PRESS  
530 N. Dearborn Street  
Chicago, Illinois 60610  
U.S.A. and Canada  
Telephone (312) 837-3000  
Telex 234441  
Cable 50300  
Outside U.S.A. and Canada  
Telephone (01) 234 441  
Telex 234441  
Cable 50300

## THE UNIVERSITY OF CHICAGO PRESS



THE UNIVERSITY OF CHICAGO PRESS  
530 N. Dearborn Street  
Chicago, Illinois 60610  
U.S.A. and Canada  
Telephone (312) 837-3000  
Telex 234441  
Cable 50300  
Outside U.S.A. and Canada  
Telephone (01) 234 441  
Telex 234441  
Cable 50300



## Community Partnerships for Children and Massachusetts Family Network Literacy Activities

**Community Partnerships for Children (CPC)** programs provide activities and services that promote child and family literacy to 3- and 4-year-olds. CPC programs offer the leadership for public schools, Head Start, private child care, family child care and other agencies to work together to promote and encourage literacy activities. Programming varies among each of the different partnerships; activities and services include:

- parent/child literacy activities;
- story hours;
- thematic literacy kits for providers and parents;
- family events that promote family literacy;
- field trips to the local library;
- book give-aways for children
- computer activities that allow families to personalize their own literacy activities;
- literacy conferences/fairs;
- book lending libraries for families; and
- family literacy seminars or workshops.

The YMCA of Greater Worcester is the lead agency for a CPC program that serves the communities of Northborough, Southborough, Marlborough, Berlin, and Boylston. This CPC program has offered activities that promote literacy in each of the communities. Activities have included story times at the local library for families, family child care providers, and center-based programs. Through the local library, the program has also sponsored training for providers and parents on how to read to children and how to find appropriate books. Funding has also been made available to create areas at the local libraries, where tapes, toys, puzzles, puppets, books, and educational videos are available for parents, providers, and children. The CPC program has also sponsored a family literacy event in one of the communities where the librarian and the character "Arthur" read to the children. The program gives books to the children along with a pamphlet for parents describing what "good reading" is. Local agencies have also been provided books to give to children.

Many of the 23 **Massachusetts Family Network** programs offer family literacy programs, while others offer various family literacy activities. Family literacy programs are defined as having the following four components: adult literacy, early childhood education, parenting education and support, and parent-child interaction time. The program provides services for children from birth to age 3.

Family Network programs are encouraging family literacy through many kinds of services. For example, one Western Massachusetts program recently started going door-to-door with a movable lending library of family literacy "kits" that contain books, materials and instructions for parent-child time together.

A parent might read the book "The Hungry Caterpillar" and then use the long half of an egg carton and some pipe cleaners to make a caterpillar puppet. The parent and child can talk about what the caterpillar eats, how it changes into a butterfly, and the colors used. This program is finding that parents with low literacy levels, and those who are just learning English, feel comfortable reading these simple books. This program discovered that the toddler room at the local library was not being used, and is starting a campaign this fall to bring new parents into the library, by offering several events there.

In another community, a Discovery Van visits families and child care providers with a movable interactive museum. The topic changes every six weeks, and families can borrow books and other materials for activities to do with children.

Almost all Family Network programs work with libraries to provide story times for parents and children, many of which also include play time and parent-child literacy activities.





This year the Department of Education will introduce some exciting new applications and initiatives, and will deliver enhancements to current applications. Significant strides have been made fulfilling the Department's mission to 1) Enhance student learning and academic achievement and prepare students for the world of work and citizenship; 2) Promote the skills, knowledge, and performance of teachers; 3) Improve the efficiency of education management. The most significant improvements are in the efficiency of education management. As the Tech Plan Update application demonstrated, network technology can dramatically improve efficiency. In the 1998-99 school year, the Department will announce several new initiatives to improve educator professionalism.

## **Educational Technology Bond Bill**

The Governor signed the Educational Technology Bond Bill in the fall of 1996, authorizing a \$30 million matching grant program for school districts. School districts have been encouraged to use the grants for networking the classrooms to the Internet. Each grant will provide the district with \$30 per student from the state, and the district must provide an additional \$90 per student in matching funds. By 1998, 90% of the school districts and charter schools have received their grant awards.

## **Technology Training and Professional Development Grants**

On February 25, 1998, Governor Paul Cellucci announced that school districts and charter schools will receive a new \$15 per student matching grants to promote the use of education technology. The focus of this grant program is for technology training and professional development for educators. In order to be eligible school districts must submit:

- their 1998-1999 district-wide professional development plans
- an update of their technology plans
- student and teacher's technology access and protection plan for the Internet (Acceptable Use Policy & Block and Filter Access to Undesirable Materials on the Internet).

School districts with current technology plans are eligible to receive \$15 per student Technology Training and Professional Development grants, and 98% of all districts have current plans and reports.

## **Technology Literacy Challenge Grant**

In 1996, Congress approved the first year of President Clinton's 5-year, \$2 billion Technology Literacy Challenge Grant. Massachusetts received \$3.4 million in the first year and \$8.1 million in the second year, and is distributing the funds to school districts through a competitive process.

### **Year 1 Grants (\$3.4 million)**

The Department of Education distributed TLCP Grants under 4 components: • Professional Development (\$1.2m for 98 projects) • Lighthouse Technology Sites (\$1,150,000 for 66 projects) • Technology Leader Sabbaticals (\$150,000 for 2 sabbaticals) • Projects with Statewide Impact (\$750,000 for 4 projects).

### **Year 2 Grants (\$8.1 million)**

The Department of Education is distributing TLCP Grants under 5 components: • Model Professional Development (\$1.5m) • Lighthouse Technology Sites (\$2 million) • Technology Leader Sabbaticals (\$150,000) • Projects with Statewide Impact (\$3.2 million) • Technology Preservice (\$600,000). It will make 30 awards for Model Professional Development, 70 awards for Lighthouse Technology Sites, 9 awards for Projects with Statewide Impact, 2 awards for Technology Leader Sabbaticals, and 15 awards for Technology Preservice.

## **MassEd.Net**

MassEd.Net is a free or discount Internet access service for Massachusetts public school educators. The service is free through September 1998, and will cost each educator \$25 per year thereafter, a dramatic savings over typical commercial prices. MassEd.Net is available toll-free anywhere in the state; it features 24 hour-a-day customer care; and it is an unlimited service, so teachers don't have to worry about paying for more time online. As of July, over 17,000 educators have registered their MassEd.Net accounts.

## **MassNetworks**

In order to help Districts and the Department prepare for applying for Universal Service "e-rate" discounts for telecommunications services, MassNetworks conducted a series of lectures and workshops across the state, developed an extensive web site, and published an in-depth help document that was sent to every District. After the first wave of applications were submitted, MassNetworks continued to play a role by keeping in constant contact with the FCC and the Schools and Libraries Corporation.

## **Information Management System**

Information Management System (IMS) applications were made available in the 1998 school year. They were:

- A Consolidation Module of the Student Filter to bring data from numerous files together, label it according to the Department of Education's Student Data Standards and store the data until all required information has been gathered. This data is now in one file and ready for validation and transmission.
- An Online School Directory will provide enrollment, fiscal, testing and other information on all school districts.
- A "Smart Form" application will streamline exchange of information between the Department of Education and school districts by replacing current yearly and quarterly paper reports with electronic versions.
- The tech plan update form that allows Districts to send their updated tech plans to the DOE electronically through an online smart form.

## **Technology Roll-Out Team**

In addition to offering training courses and on-demand tech support, the Roll-Out team finished up its extensive district technology surveys and began work on the IMS District Implementation Plans, which are individualized plans for how to bring each District into alignment with the Department's IMS infrastructure. When all the Implementation Plans are complete, the Department will be better able to focus resources on the most difficult aspects of implementation.

## **Other Technology Initiatives**

### **Training and Professional Development**

Besides providing funding for school districts in technology professional development, the Department of Education has created a technology training and professional development delivery system - TTPD-WIRE. This is an online professional development directory service that allows providers to post courses electronically, and educators to browse, search and register for their professional development, as well as evaluate courses they have taken.

### **ETIS**

Educational Technology Integration Services (ETIS) is an innovative program to streamline the process by which public schools and libraries obtain educational technology goods and services. ETIS provides all public educational organizations throughout the Commonwealth of Massachusetts an easy procurement option for their educational technology needs. At the time of this writing, over 120 ETIS projects worth over \$10 million have begun, and the average project size is approximately \$120,000.





Central to the Education Reform Act is the establishment of a funding formula to provide all schools with "adequate and equitable" education resources. These resources provide the foundation on which the rest of the reform components are built. If Education Reform continues to be funded according to the law, the state will gradually assume a greater share of the spending on education through the year 2000.

The Foundation Budget, Chapter 70 of the Massachusetts General Laws, is based on assumptions regarding educational service requirements for the number and types of students in attendance and a standard of local taxation for every community.

## The Foundation Budget:

- is unique for each school system
- starts with enrollment by level (K, elementary, middle, high) and applies standards for class size, support staff, administrative staff, books and equipment, maintenance, athletics, and professional development
- adjusts for wage level differentials across the state and the number of low-income, bilingual, and vocational students in attendance

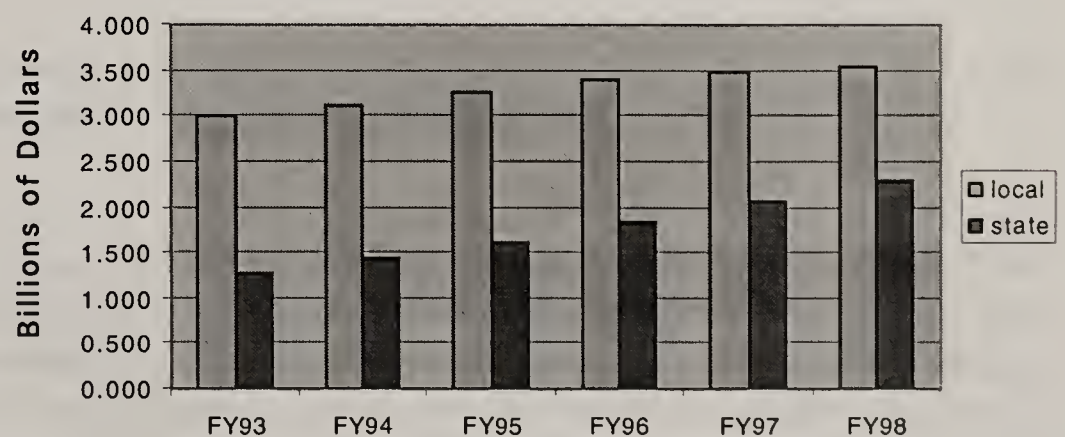
## Minimum Standard of Effort (minimum amount of local taxes needed for education)

- is determined to assure fairness between communities
- is measured by property wealth and personal income and adjusts according to the community's growth/decline in revenues
- adjusts to require less of low income cities and more of wealthier communities

## Foundation Gap (difference between Foundation Budget and standard of effort)

- will be filled over a phase-in period through year 2000 by a combination of increased local contribution and state aid
- adjusts to keep pace with inflation

Local and State Share of School Spending, FY93-FY98



	School Spending	Change From Previous Year	Percent Change	Chapter 70 State Aid	Change From Previous Year	Percent Change	State Share
FY93	4,289,766,708	222,792,787	5.5%	1,288,777,773	186,816,422	17.0%	30.0%
FY94	4,539,959,338	250,192,630	5.8%	1,432,831,982	144,054,209	11.2%	31.6%
FY95	4,878,239,998	338,280,660	7.5%	1,622,681,700	189,849,718	13.2%	33.3%
FY96	5,227,135,081	348,895,083	7.2%	1,831,653,335	208,971,635	12.9%	35.0%
FY97	5,542,299,729	315,164,648	6.0%	2,061,572,182	229,918,847	12.6%	37.2%
FY98	5,840,321,938	298,022,209	5.4%	2,288,742,702	227,170,520	11.0%	39.2%
FY99	N/A	N/A	N/A	2,566,134,016	277,391,314	12.1%	N/A

Note: School spending is defined as Chapter 70 "Net school spending" and does not include expenditures for capital, transportation, fixed assets, and certain other costs not covered by the Chapter 70 Foundation Budget.





## Gifted & Talented Education

### General Laws Chapter 15, Section 1G:

Calls for the establishment of a statewide advisory council on gifted and talented education.

### General Laws Chapter 15A, Section 39:

Allows a qualified student enrolled in a public secondary school to enroll as a student in Massachusetts public institutions of higher education. This Dual Enrollment program shall allow the student to earn both secondary school and college credits.

### General Laws Chapter 69, Section 1B:

"The Board shall provide technical assistance, curriculum, materials, consultants, support services and other services to school and school districts, to encourage programs for gifted and talented students. The Board shall establish the standards for the recognition of high achievement by students and school districts."

### Chapter 69, section 1D:

"Subject to appropriation, the Board shall establish a grant program which shall award grants to school districts for the costs associated with establishing advanced placement courses. The Board shall promulgate regulations defining the standards of eligibility and other implementation guidelines."

"Subject to appropriation, the Board shall establish an advance placement test fee grant program which shall award grants to school districts for the reimbursement of application fees for students based on financial need to assist students with paying the fee for advanced placement tests."

### Chapter 69, section 1I:

"Each district shall file a report with the Department every year by a date and in a format determined by the board. Said report shall include, but not be limited to, the following . . . Programs for gifted and talented students . . ."

### The FY 1999 state budget appropriated \$437,970 . . .

"For the administration of a grant program for gifted and talented school age children; provided, that the funds appropriated in this line item shall be in addition to any federal funds available for said program; provided, further, that the department shall establish criteria for the purpose of identifying children enrolled in a public school in the Commonwealth in grades kindergarten through twelve who excel, or have the potential to excel, beyond their age peers to the extent that said students can benefit from said program; and provided further, that said programs may be made available by any city, town or regional school district."

### Current Policy:

The Department's policy is to support local districts' efforts to provide appropriate programs to meet the educational needs of all students. Additional aid under Education Reform has been the major funding mechanism for districts to develop and maintain programs for gifted and talented students.





On March 31, 1994, a national, bi-partisan commitment to education was made when the Goals 2000: Educate America Act was signed into law. Educators, business and parent organizations, as well as both Republican and Democratic elected leaders, agreed to form a new and supportive partnership with states and communities in an effort to improve student achievement. Goals 2000 funding is available to any state that has a comprehensive plan for addressing higher learning standards for students, rigorous assessment, ongoing professional development for educators, accountability measures at each level of the system, and parent and community involvement. Since 1995, Massachusetts has received nearly \$20 million from the U.S. Department of Education to advance its own reform agenda, the landmark Education Reform Act of 1993.

## FY95

First-year Goals 2000 funding helped support the development of a comprehensive statewide improvement plan. Based on the priorities of the Education Reform Act, the Department developed its first Five-Year Master Plan for Education Reform, approved by the Board of Education in March 1995. In addition, the Department of Education initiated three-year continuation grants across its three programmatic priorities:

- \$400,000/year to support 7 districts involved in *school restructuring and district improvement plans* (Boston, Brockton, Everett, Watertown, West Springfield, Worcester, Southern Berkshire);
- \$350,000/year to support 7 districts involved with the *preparation of educators* (Arlington, Attleboro, Cambridge, Fall River, Norton, Worcester, Amherst-Pelham); and
- \$450,000/year to support 9 districts for *professional development activities* (Fitchburg, Marlborough, Nantucket, New Bedford, Salem, Springfield, Tantasqua, Wellesley, Weymouth).

## FY96

School Restructuring and District Improvement Planning: \$1 million supported nearly 80 schools and/or districts in developing comprehensive restructuring and improvement plans.

Preservice: Nearly \$2 million supported 37 partnerships between districts and teacher education programs, partnerships that aim to prepare and support beginning teachers as they incorporate the Curriculum Frameworks and Principles of Effective Teaching into their practices.

Professional Development: \$3.5 million, including \$3 million to support curriculum frameworks study groups in 260 districts, was targeted towards enhancing the quality of the education workforce.

## FY97

School Restructuring and District Improvement Planning: \$750,000 supported nearly 40 schools and/or districts in developing comprehensive restructuring and improvement plans.

Preservice: \$350,000 million continued to support 7 partnerships between districts and teacher education programs, partnerships that aim to prepare and support beginning teachers as they incorporate the curriculum frameworks and Principles of Effective Teaching into their practices.

Professional Development: \$5 million, including \$4.5 million to support curriculum framework study groups in nearly 300 districts, was targeted towards enhancing the quality of the education workforce.

## FY98

Beginning in FY98, the priority for grant recipients was "Learning Standards In Action." \$5 million has been set aside to support teachers as they integrate the learning standards of the curriculum frameworks into their instruction, curriculum, and classroom assessment. Grant recipients will build upon the work of the FY96 & FY97 study groups, and develop resources such as curriculum units, classroom videos or vignettes, and other support materials to ensure that the state's learning standards in the curriculum frameworks are established in every classroom across the state.

## FY99

Goals 2000 funds will be used to support Leadership Academies to help principals and other leaders learn how to use data to drive instruction and curriculum changes; for Content Institutes in the state curriculum frameworks; and for innovative partnerships between districts and higher education to design and strengthen preservice education programs.

## Ed-Flex

Goals 2000 aims to provide states and communities unprecedented flexibility provided they achieve results. The Goals 2000 Education Flexibility Demonstration Program allows up to 12 Chief State School Officers the authority to grant waivers from certain federal regulations. The Massachusetts Department of Education generally supports the premise that those closest to students make the most appropriate educational decisions for them. For these reasons, Massachusetts was designated the second Ed-Flex state in the country in September 1995. Since then, the Commissioner has received twenty requests from thirteen districts and has granted nineteen waivers from federal regulations to twelve districts. The twelve districts that have received Ed-Flex waivers of certain Title 1 regulations are: Attleboro, Brockton, Everett, Fitchburg, Framingham, North Adams, North Attleboro, Salem, Southbridge, Wareham, Watertown, and Worcester.

# THE UNIVERSITY OF CHICAGO



THE UNIVERSITY OF CHICAGO  
DIVISION OF THE PHYSICAL SCIENCES  
DEPARTMENT OF CHEMISTRY  
5700 SOUTH CAMPUS DRIVE  
CHICAGO, ILLINOIS 60637

TO THE HONORABLE CHAIRMAN OF THE COMMITTEE ON THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY  
FROM THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY

THE DEPARTMENT OF CHEMISTRY  
WISHES TO ANNOUNCE THAT IT HAS  
APPROVED THE FOLLOWING  
PROPOSAL FOR THE ORGANIZATION OF THE DEPARTMENT OF CHEMISTRY



# Principles of Effective Teaching & Effective Administrative Leadership

## Chapter 69, Section 1B

"The Board shall establish guidelines for establishing systems of personnel evaluation, including teacher performance standards. Public school districts in the Commonwealth shall be encouraged to develop programs and standards, which provide for a more rigorous and comprehensive evaluation process. Said guidelines shall be reviewed at least every other school year."

## Chapter 71, Section 38

"The superintendent, by means of comprehensive evaluation, shall cause the performance of all teachers, principals, and administrators within the school district to be evaluated using any principles of evaluation established by the board of education . . . and by such consistent, supplemental performance standards as the school committee may require."

In July 1995, the Board of Education approved revisions to the regulations on evaluation of teachers and administrators, new principles of effective teaching and effective administrative leadership.

### Principles of Effective Teaching

- Currency in the Curriculum
- Effective Planning and Assessment of Curriculum and Instruction
- Effective Management of Classroom Environment
- Effective Instruction
- Promotion of High Standards and Expectations for Student Achievement
- Promotion of Equity and Appreciation of Diversity
- Fulfillment of Professional Responsibilities

### Principles of Effective Administrative Leadership

- Effective Instructional Leadership
- Effective Organizational Leadership
- Effective Administration and Management
- Promotion of Equity and Appreciation of Diversity
- Effective Relationships with the Community
- Fulfillment of Professional Responsibilities

## Features

- First time the Board is articulating what it means to be an effective teacher or administrator, the Principles are in line with the values and goals for students articulated in the curriculum frameworks.
- School committees should establish a rigorous and comprehensive evaluation process for teachers and administrators through local public hearings and collective bargaining, where required; all performance standards for teachers and administrators in each school district shall be consistent with and meet the Principles, and all administrators and teachers without "professional teacher status" need to be evaluated at least annually. All teachers with "professional teacher status" need to be evaluated at least once every two years.





## PROFESSIONAL DEVELOPMENT

### General Laws Chapter 71, Section 38Q:

Every school district shall adopt, implement, and update annually a professional development plan for all its professional staff. The Commissioner shall prepare and the Board shall approve an annual statewide professional development plan.

On June 22, 1998, the Board approved the annual State Plan for Professional Development, which directs districts and professional development providers to focus their staff development resources, structures, time and funding on the following priorities:

- expanding educators' knowledge of subject matter;
- increasing teachers' knowledge of standards-based curriculum, instruction, and assessment; and
- analyzing and reducing the gap between goals for student achievement and students' actual progress.

Local districts are required annually to adopt and implement a professional development plan for all principals, teachers, other professional staff employed by the district, and school council members. Districts are also required to set forth a budget for professional development within the confines of the foundation budget. The plan should identify specific content to be addressed, including training in the teaching of the curriculum frameworks and other skills required for the implementation of the Education Reform Law, including participatory decision making and parent and community involvement (Massachusetts General Laws, Chapter 71, Section 38). Districts are strongly encouraged to connect professional development with continuous district and school improvement planning:

The FY 99 state budget requires districts to spend \$100 per pupil from state aid funds on professional development. These funds may be used for tuition, conference fees, contracted services, stipends, salaries, and materials. Districts are responsible for selecting providers of professional development that are of high quality and that address the identified learning needs in the district. Districts also identify the data to be collected on professional growth and on the quality and impact of professional development. School councils are also required to include professional development for school staff and allocation of professional development funds in the school budget in the school improvement plan.

This year, the Department is collecting districts' professional development plans as an eligibility requirement for entitlement grants so that we may prepare to provide assistance to districts on professional development planning connected to district and school improvement goals and the goals of Education Reform.

## RECERTIFICATION

### General Laws Chapter 71, Section 38G:

The Education Reform Act, as amended in January 1994, replaces lifetime certificates with 5-year renewable certificates for all educators. Massachusetts joins 45 other states in requiring educators to renew their certificates periodically by demonstrating professional development that keeps them current in their field.

### Timeline

Educators with a standard certificate on June 18, 1993 have until June 18, 1999 to renew at least one certificate. Each new or renewed certificate is valid for five years. In the first round, recertification applications received and approved by the Department any time prior to June 18, 1999 will be valid through June, 2004. As of June 1999, a new plan for recertification for the second 5-year cycle will be adopted.

Recertification applies to all educators (teachers, administrators, guidance counselors, etc.) who are certified; is a relationship between the individual and the state; and is intended to improve student learning by continually improving the quality of teaching and educational administration.

### Key Points

- Educators develop an Individual Professional Development Plan
- Educators are encouraged to align their professional development activity with district and state goals and priorities
- Educators engage in a broad range of quality professional development activities, including school-based and self-directed activity, to earn "Professional Development Points" for recertification.
- Educators are responsible for initiating, documenting and reporting their recertification activity
- Professional development for recertification must address content and professional skill areas in the educator's primary certificate and may address "other related educational areas"
- School districts must offer "no cost" options to their employees for recertification
- Recertification eliminates previous "lifetime certification."
- The professional development options for recertification are flexible and innovative; they include activities such as participation in school-based study groups, professional mentoring, publication of books, articles and software, as well as seminars and college/university courses.

### Audits

The Department will randomly audit applications for recertification to ensure integrity. Full documentation will be requested, including a copy of the educator's Individual Professional Development Plan.





## School Choice

School choice (MGL Chapter 76, Section 12B) allows pupils to attend public schools outside of their own district.

In FY99, 117 Massachusetts school districts are accepting pupils through this program. School committees choose whether or not to become school choice receiving districts, and they may designate a maximum number of available school choice seats for an upcoming year. If there are more applicants than available openings, the selection of students must be conducted on a random basis, and must be free from discrimination on the basis of race, color, religious creed, national origin, sex, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic proficiency.

Pupils' local districts are charged tuition based upon 75 percent of the receiving districts' per pupil cost, capped at \$5,000 except for special education. Tuitions are calculated by the Department of Education based upon enrollment reports submitted twice a year by receiving districts. Sending districts are assessed through the quarterly local aid distribution. Below-foundation districts receive additional Chapter 70 aid to partially offset these assessments. Tuition is transferred to the receiving districts, where it is placed in a separate account and may be spent by the school committee without appropriation.

### Transportation

In 1994, the Board approved regulations governing a reimbursement program which allows for the reimbursement of transportation costs to low income parents whose children are participating in school choice.

### Important School Choice Statistics

	Year	No. of Districts Receiving Students	No. of Students	FTE*	Tuition (Paid by Sending District to Receiving District)
Before the Education Reform Act	91-92	32	1122	920	\$4,852,296
	92-93	63	3715	3208	\$12,087,120
After the Education Reform Act	93-94	73	5111	4402	\$17,209,559
	94-95	85	6219	5431	\$22,424,440
	95-96	89	6793	6039	\$26,089,544
	96-97	100	7116	6506	\$28,656,569
	97-98	109	7486	6849	\$31,153,331
	98-99	117	N/A	N/A	N/A

\*FTE = Full time equivalent, which is the average enrollment during the entire school year.

### 1998-99 School Choice Receiving Districts

**ACTON	HANCOCK	NEWBURYPORT	WESTFORD	MOHAWK TRAIL REGION
AGAWAM	HARVARD	NORTHAMPTON	*WESTPORT	NASHOBA
AMESBURY	HARWICH	NORTHBRIDGE	WILLIAMSBURG	NORTH MIDDLESEX
ASHLAND	HAVERHILL	NORTH BROOKFIELD	WILLIAMSTOWN	PENTUCKET
AVON	HOLLISTON	**PALMER	WINCHENDON	*PIONEER VALLEY REGION
AYER	HOPEDALE	PETERSHAM	**ACTON-BOXBOROUGH	QUABBIN
BARNSTABLE	**HOPKINTON	PITTSFIELD	ADAMS-CHESHIRE	*RALPH C. MAHAR REGION
BERLIN	HUDSON	PROVINCETOWN	ASHBURNHAM-WESTMIN	SOUTHERN BERKSHIRE
BEVERLY	IPSWICH	ROCKPORT	BERKSHIRE HILLS	SOUTHWICK-TOLLAND
BROOKFIELD	LANESBOROUGH	ROWE	BERLIN-BOYLSTON	TRITON
CHATHAM	LEE	SAVOY	CHESTERFIELD-GOSHEN	UP-ISLAND
CLINTON	LENOX	SHIRLEY	CENTRAL BERKSHIRE	QUABOAG
**DANVERS	**LEOMINSTER	*SOUTH HADLEY	DENNIS-YARMOUTH	GREATER LAWRENCE
DOUGLAS	LITTLETON	SPRINGFIELD	NAUSET	GREATER LOWELL
DRACUT	LONGMEADOW	SUNDERLAND	FARMINGTON RIVER	MINUTE MAN
*EASTHAMPTON	LUDLOW	SUTTON	*FRONTIER REGIONAL	MONTACHUSETT
**EAST LONGMEAD	LUNENBURG	TAUNTON	GATEWAY	NASHOBA VALLEY
ESSEX	MANCHESTER	TYNGSBOROUGH	**GROTON-DUNSTABLE	NORTHEAST METRO
FITCHBURG	**MARBLEHEAD	UXBRIDGE	HAMILTON-WENHAM	NORTH SHORE
GARDNER	MAYNARD	WALES	HAMPDEN-WILBRAHAM	PATHFINDER
GEORGETOWN	MEDWAY	WARE	HAMPSHIRE REGIONAL	WHITTIER
GLOUCESTER	MIDDLEBOROUGH	WAREHAM	**MASCONOMET	
GRANBY	MILFORD	WEST BOYLSTON	MENDON-UPTON	
*GREENFIELD	MILLIS	WESTFIELD	MOUNT GREYLOCK	

\*New system for 1998-99 school year

\*\* Not accepting new enrollments this year





## Special Education

Special education is provided to eligible students in Massachusetts in accordance with the Massachusetts Board of Education Chapter 766 Regulations, and the federal Individuals With Disabilities Education Act, 1997 Amendments (IDEA-97).

Federal: The reauthorization of IDEA-97 has represented considerable change in practice in Massachusetts's schools. Some key elements of change include:

- Ensuring that students with disabilities have access to the general curriculum. Massachusetts has identified the curriculum frameworks in the areas of English language arts (including reading), history and social sciences, science and technology, and mathematics as key components of the general curriculum;
- Codifying the right of students with disabilities to be included in state and district-wide assessments;
- Developing a state methodology for alternate assessments for the small percentage of students who are unable to participate in the MCAS;
- Clarifying the rights and responsibilities of public school districts to provide special education services to students enrolled in private schools, limiting services equivalent to a "proportionate share" of the federal funds received by the district for such students;
- Revising discipline policies and procedures to ensure that students with disabilities receive educational services even when the student's disability does not affect ability to understand or follow a discipline code.

The federal regulations implementing IDEA-97 have not yet been released (July 1998) and will likely include further changes to practices in Massachusetts schools.

State: As a result of legislative activity and public interest during 1997-98, the legislature is studying the effect of changing the requirement for special education services from the current "maximum feasible benefit" standard to the federal standard of "free and appropriate education."

Additionally, requirements of IDEA-97 will prompt the legislature to continue review of the funding of special education, particularly a popular account known as "50/50" in order to revise any funding provisions which result in a financial incentive for more restrictive placement.

Massachusetts Department of Education continues to support inclusion activities in schools. In 1997-98, a total of \$4 million was provided to public for Supporting Access to the Curriculum. This grant program will be continued in the 1999 school year, and will include private special education schools and collaboratives.

School Year	Special Ed. Enrollment	% in Special Ed.	Special Needs Students Fully Included in Regular Classes (prototype 502.1)
1991-92	147,732	17.3%	15,720 (10.2%)
1993-94	149,431	16.9%	19,007 (12.7%)
1995-96	154,068	16.7%	22,832 (14.8%)
1997-98	159,042	16.6%	25,147 (15.8%)



[Faint, illegible text block covering the middle section of the page, possibly a letter or report.]

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100



## State Testing Program

### Student Testing Program: Accountability and Evaluation

The Education Reform Act of 1993 mandated a new statewide testing program to measure individual student, school, and district academic achievement based on the state's new *Curriculum Framework* standards. The new testing program, the Massachusetts Comprehensive Assessment System (MCAS) was administered for the first time in May 1998. It replaced the MEAP program which was administered from 1988 to 1996. MEAP, unlike MCAS, did not provide individual student results. Results from the May administration will be reported in November 1998.

### Chronology of the Development of MCAS

October 1994	Issued Request for Proposals for testing contract
September 1995	Test Contractor selected (Advanced Systems in Measurement and Evaluation, Inc.)
January 1996	Began Test development
April 1997	Administered Question Tryout of mathematics and science & technology questions to all public school students in grades 4, 8 and 10
November 1997	Administered Question Tryout of English language arts questions to all public school students in grades 5, 9 and 11
January-February 1998	Issued <i>Guides to the Massachusetts Comprehensive Assessment System</i> (English language arts, mathematics, science & technology)
February 1998	Board of Education adopted four general performance labels and corresponding definitions to be used to report MCAS results.
May 1998	First actual administration of MCAS tests to all public school students in grades 4, 8 and 10 in English language arts, mathematics, science & technology and History/Social Science (grade 8 only)
May 1998	Board of Education approves content- and grade-specific descriptors for use in establishing "cutscores" for MCAS tests.
July-August 1998	Conducted 3 regional Scoring Institutes involving approximately 600 Massachusetts teachers in the scoring of student responses to the May 1998 administration of the Long Composition component of the English Language Arts MCAS test.

### Other Assessment Activities

November 1996	The Board of Education voted to administer an annual test of reading achievement to all third graders beginning in the spring of 1997, and a one time achievement test of tenth graders in the spring of 1997.
December 1996	Commissioner issued Request for Proposals for nationally-norm referenced test, grades 3 & 10.
February 1997	Test contractor selected (Riverside Publishing Company)
April 1997	Administered Iowa Tests of Basic Skills (ITBS) in reading to grade 3 students and the Iowa Tests of Educational Development to grade 10 students
August 1997	Commissioner released state, district, and school level results for the 1997 Grade 3 Reading Test. The results of the Grade 3 Reading Test showed that among all third graders in Massachusetts, 69% met or exceeded the standard for <i>Proficient</i> reader.
February 1988	Over 200 randomly-selected schools participated in one or more components of the 1998 administration of the National Assessment of Educational Progress. Grade 4, 8 and 12 students participated in the reading, writing and/or civics national assessment, grade 4 students participated in the state NAEP in reading and grade 4 and 8 students participated in the state NAEP assessment in reading and writing.
April 1998	Second annual administration of the Iowa Tests of Basic Skills (ITBS) in reading to grade 3 students
July 1998	Commissioner released state, district, and school level results for the 1998 Grade 3 Reading Test. Statewide results show little change from 1997: sixty-eight percent of grade 3 students met or exceeded the standard for <i>Proficient</i> reader, although twenty-five percent of students remained at unacceptable Pre-reader and Basic reader levels.



THE UNIVERSITY OF CHICAGO



THE UNIVERSITY OF CHICAGO  
DIVISION OF THE PHYSICAL SCIENCES  
DEPARTMENT OF CHEMISTRY

REPORT OF THE  
COMMISSIONER OF THE  
BUREAU OF CHEMISTRY  
FOR THE YEAR 1907

CHICAGO, ILL., 1908  
PUBLISHED BY THE  
UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO  
DIVISION OF THE PHYSICAL SCIENCES  
DEPARTMENT OF CHEMISTRY

CHICAGO, ILL., 1908  
PUBLISHED BY THE  
UNIVERSITY OF CHICAGO PRESS

## The 12-62 Plan: Commissioner of Education David P. Driscoll's Framework for Strengthening Massachusetts' Future Teaching Force

From the 12 year old student who comes to recognize the appeal of a teaching career to the 62 year old veteran who sparks enthusiasm in new teachers, we need comprehensive state action for improving Massachusetts' future teaching force by attracting, training, retaining, mentoring, and developing our top teachers into masters of their profession.

### Setting the stage: Attracting the Best and Brightest

- We need programs such as the Future Teachers of America Clubs to excite middle and high school students of diverse backgrounds about the nobility of the teaching profession;
- We need \$20,000 signing bonuses, spread over the first few years of a teacher's career, to break the mold and entice our highest achievers to enter this profession;
- We need to enhance the Attracting Excellence to Teaching Program to offer significant loan forgiveness packages to the best and brightest college graduates;
- We need to offer full scholarships at state colleges and universities to top performing high school students to encourage them to commit to a career in teaching; and
- We need to remove costly and time-consuming barriers and create greater flexibility to entry into teaching and to achieving full certification.

### The Teacher Life-Cycle: Induction, Mentoring, and Career Development

- New teachers will be "apprentice teachers," to be mentored by master teachers;
- A corps of 1000 master teachers will be created by 2003 -- master teachers will need to complete the most rigorous national assessment of teacher competence, the National Board for Professional Teaching Standards, and an additional content test;
- State funds should be used to reimburse and reward the master teachers who complete the NBPTS program (which itself has only a 39% passing rate);
- The recertification process needs to be based on subject matter competence and performance, not seat time, and it needs to be tied to higher standards with accountability as its central element;
- Teachers should be given opportunities to enter or exit the profession through part-time and job-sharing arrangements; and
- Veteran teachers should look forward to the capstone of their career and be given opportunities to pass on their wisdom and experience to the next generation of teachers.

There are other elements and details to this framework to be worked out, but I believe we must seize this opportunity to use the results of the Teacher Tests to move aggressively in strengthening Massachusetts' future teaching force. This comprehensive proposal needs state support, through a dedicated stream of funds for bonuses as well as mentoring by master teachers of apprentices.

The Board of Education has asked me to look at issues surrounding teacher quality, and I will make a full presentation of policy options to the State Board September 15.

*Commissioner David P. Driscoll introduced the plan on July 27, 1998 during a press conference at the State House in Boston. Commissioner Driscoll was joined at the event by Governor Paul Cellucci, Senate President Tom Birmingham, and House Speaker Tom Finneran.*



TO THE HONORABLE SENATE OF THE UNIVERSITY OF CHICAGO

THE PRESIDENT

THE VICE PRESIDENT

THE DEAN

THE FACULTY

THE STUDENTS

THE ALUMNI

THE PARENTS

THE COMMUNITY

THE GOVERNMENT

THE WORLD



The School to Career Cluster has been formed to assist school personnel in developing high-quality career pathways and vocational-technical programs that prepare students for success in postsecondary education and careers. The new cluster merges the School to Employment Services Cluster with the School to Work Office. The merger provides additional opportunities for staff collaboration in program and professional development.

The School to Career Cluster provides state-wide leadership in integrating academic, career development, and vocational-technical education that reflect the high standards of the Education Reform Act. All of the current initiatives in the clusters share the following themes:

- All students will be held to high academic and vocational performance standards;
- All students need career development to make better educational and career decisions;
- All teaching practices have to be integrated and be connected from the classroom to the community; and
- All students leaving high school should be prepared for postsecondary education and the world of work.

## Office for School to Work

Massachusetts was one of the first eight states to receive a five-year implementation grant from the federal government (29 more states have since received grants). Massachusetts was awarded \$33.5 million from FY95-FY99 for implementation of School-to-Work initiatives. Forty partnerships have been identified with all school districts belonging to a partnership. The grants—each for three years—were awarded in three phases, and ranged from \$150,000 to \$1.2 million. Each Local Partnership pursues strategies suited for their region and are housed, for example, at high schools, colleges, chambers of commerce, and other sites.

As of July 1, 1996 the Department of Education became the fiscal agent for the School-to-Work state grant. The Department of Education, within the goals and objectives of the Education Reform Act, encourages the establishment of a comprehensive career development system within local school districts. Furthermore, the Department provides technical assistance to school districts in integrating school-to-work initiatives with education reform.

## Connecting Activities

State funded Connecting Activities connects classroom and worksite learning for young people. Last year the state allocated \$2.78 million; this year it allocated \$4.5 million. The state matches \$1 for every \$2 employers pay students. The money goes toward staff persons to create the connection between the school and business, and ensure that the internships are a rich learning experience.

- Nearly 14,000 students participate in paid or unpaid workplace internships that are related to educational goals within classrooms.
- Forty-four percent of the high schools reported providing internships for their students.
- More than 800 teachers of all grades and subjects spent time this past year in a business outside their school.
- More than 4,700 students spent their 1997 summer at a worksite that was connected to academics, including time spent in a classroom.

## School-to-Employment

Massachusetts is recognized throughout the country as a leader in providing quality vocational technical education to interested high school students. The success of the vocational technical education system can be measured by the large number of students served, the low number of dropouts, and the high rate of placement of its graduates. The Education Reform Act calls for increased integration of academic and vocational technical education, and emphasizes the importance of career preparation for students.

Vocational technical education in Massachusetts is governed by Chapter 74 and its regulations. The regulations are currently under review and will be updated to incorporate Education Reform and related initiatives in the Perkins Vocational and Applied Technology Education Act and the School to Work Opportunities Act.

**Section 29, section 1Diii:** "The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world."

**Section 29, section 1F:** "The board shall set standards for vocational technical education and programs for school to work transition. The board shall give particular emphasis for setting standards for the integration of academic and vocational education and to the progress in educating students for all aspects of a chosen industry."

**Section 56 adds the following definition:** Vocational technical education shall mean organized education programs offering sequences of courses designed to educate and prepare students for both employment and continuing academic and occupational preparation. Such programs shall integrate academic and vocational education and shall include competency based applied learning which contributes to an individual's academic knowledge, higher order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Vocational technical education also includes applied technology education to be taught by personnel certified in technology education.

Secondary & Adult Vocational Technical Students	(FY 97)	64,519
<i>positive placement rate*</i>		80%
Postsecondary Vocational Technical Students	(FY 97)	29,420
<i>positive placement rate*</i>		85%

*\*The positive placement rate is the percent of students having pursued higher education, gone into the military or become employed in a related field within one year of graduation.*

## Tech Prep

Tech Prep is a program of study for students which begins in high school, continues at a postsecondary institution and culminates in an associate degree, two-year certificate, apprenticeship or further postsecondary study in a particular field of health, business or technology. In Massachusetts, Tech Prep is delivered through a statewide network of eleven consortia, each comprised of secondary schools, postsecondary institutions, employment and training providers and business and industry. Collaboratively, consortium members develop and provide a sequential integrated curriculum of applied academics, technical courses and workplace experiences for students.





# MASSACHUSETTS PUBLIC SCHOOL FACTS

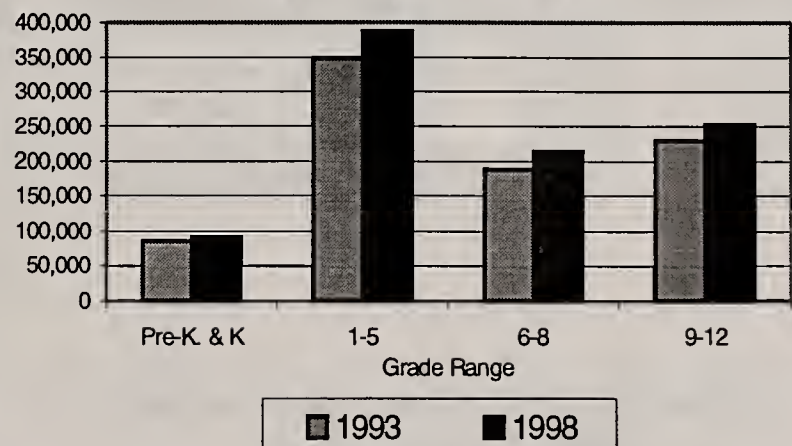
## Public School Enrollment by Grade

	1993	1998
Pre-Kindergarten	10,722	18,226
Kindergarten	75,159	73,125
1-5	348,191	386,451
6-8	187,838	213,871
9-12	230,299	252,519
13-14	2,035	1,399
Ungraded	7,739	4,814
Total	861,983	950,405

## Private School Enrollment

	123,305	130,796
--	---------	---------

## Public School Enrollment



## Public School Enrollment by Race/Ethnicity

	1993		1998	
	Number	Percent	Number	Percent
African American	68,775	8.0	80,618	8.5
Asian	30,692	3.6	38,754	4.1
Hispanic	72,889	8.5	92,306	9.7
Native American	1,375	0.2	2,008	0.2
White	688,252	79.8	736,719	77.5

## Operating School Districts

	1998
City	41
Town	205
Regional Academic	54
Regional Vocational-Tech.	26
Independent Vocational	3
County Agricultural	3
Charter	24
Total	356

## Selected Populations

	1993		1998	
	Number	Percent	Number	Percent
Special Education	147,727	17.1	159,042	16.7
Vocational Education	34,961	4.1	38,067	4.0
Limited English Proficient	41,584	4.8	45,412	4.8

## Educational Professionals

	1993		1998	
	Number	Percent	Number	Percent
Regular Education	46,807	70.9	54,968	70.7
Special Education	10,473	15.9	13,338	17.2
TBE/ESL	2,283	3.5	2,587	3.3
Occupational Educ.	2,255	3.4	2,336	3.0
Administrators	3,928	5.9	4,212	5.4
Superintendents	277	0.4	280	0.4
Total	66,023	100.0	77,721	100.0

## Public Schools

	1998
Elementary	1,253
Middle/Junior	271
Secondary	316
Other configurations	28
Total	1,868
Educational collaboratives	34
Students served	4,867

## Early Childhood Education

	1993	1998
Children served	14,700	30,200
Funding (state+federal)	\$27.0M	\$76.4M

## Adult Basic Education

	1993	1998
Number served	9,219	20,000
GEDs issued*	10,763	8,476
Funding (state+federal)	\$8.3M	\$29.2M

1993 represents the 1992-93 school year.

1998 represents the 1997-98 school year.

\* Data for calendar years 1992 and 1997.



THE  
JOURNAL  
OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE

Volume 10  
Part 1  
1880

CONTENTS  
The Journal of the Royal Anthropological Institute  
Volume 10  
Part 1  
1880

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Volume 10  
Part 1  
1880

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Volume 10  
Part 1  
1880

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Volume 10  
Part 1  
1880

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Volume 10  
Part 1  
1880

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Volume 10  
Part 1  
1880

# MASSACHUSETTS PUBLIC SCHOOL FACTS

## Total Per-Pupil Expenditures

	1993	1996*
All day programs	\$5,035	\$5,750
Regular Education	\$4,268	\$4,737
Special Education	\$7,170	\$8,873
Bilingual Education	\$4,824	\$6,380
Vocational Education	\$7,355	\$8,468

\* Most recent data available.

## Teacher Salary

	1995*	1998
Average Minimum	\$24,664	\$26,540
Average Maximum	\$46,919	\$49,982

\*Data not available for 1993.

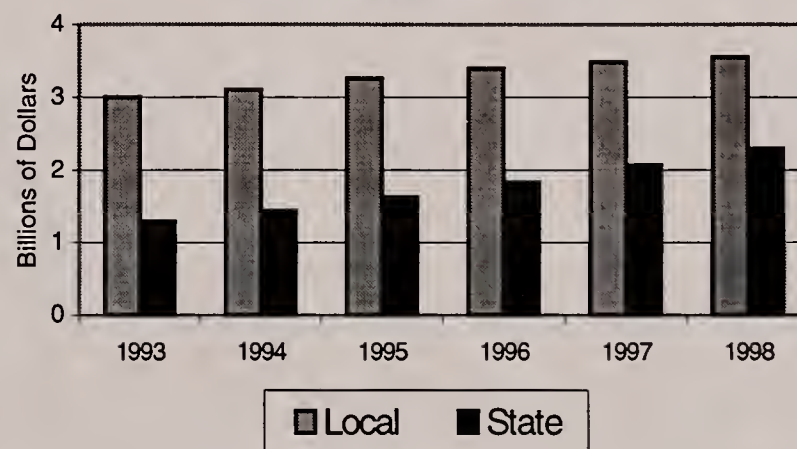
## Percent Increase in Spending from 1993 to 1998

Local Spending	+18%
State Spending	+78%
Total Spending	+36%

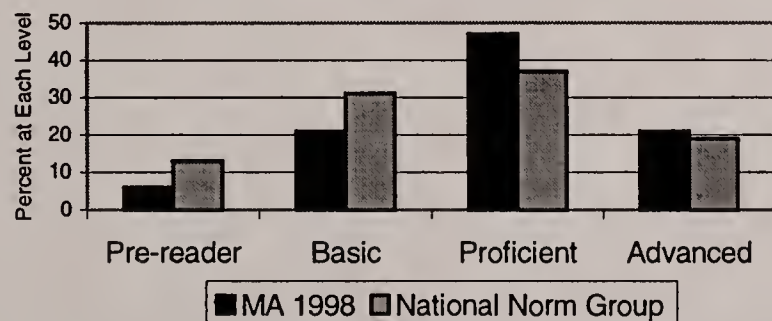
## Attendance Rates

	1993	1997
Elementary	94.5	95.0
Middle/Junior	93.1	93.6
High School	90.4	90.6
Statewide	93.0	93.4

## Local and State Share of School Spending, School Year 1993 - 1998



## ITBS Grade 3 Reading Test



## Dropout Rates

1993	1994	1995	1996	1997
3.5	3.7	3.6	3.4	3.4

## Scholastic Aptitude Test

	Class of 1995		Class of 1997	
	MA	US	MA	US
Percent taking test	67%	36%	66%	36%
Average Verbal	498	501	501	502
Average Math	498	504	502	508
Percent with verbal score over 600	21%	21%	20%	20%
Percent with math score over 600	22%	23%	22%	23%

Note: SAT data are for public school students only.

## Plans of High School Graduating Seniors

	Class of 1993	Class of 1997
College		
4-Year Private	29%	31%
4-Year Public	22%	23%
2-Year Private	5%	3%
2-Year Public	14%	15%
College Total	70%	72%
Other Post-Secondary	3%	3%
Work	17%	17%
Military	3%	3%
Other	4%	3%
Unknown	3%	3%

1993 represents the 1992-93 school year.

1998 represents the 1997-98 school year.

CONTENTS  
Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public

Original Articles  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public  
The Medical Profession and the Public





